



OFFICE OF THE STATE
SUPERINTENDENT OF EDUCATION

School Improvement Plan

Setting Goals and Creating Strategies for School Improvement

The **OSSE School Improvement Plan (SIP) Template** helps Local Education Agencies (LEAs) and their respective school communities set goals and create strategies for school improvement. It guides LEAs and school leaders to use their Needs Assessment and Resource Allocation Review to identify gaps and develop SMART goals, fostering collaboration between OSSE, LEAs, and schools to improve student outcomes across the District.

The SIP includes three (3) main components:

- Setting SMART Goals with Metrics
- Developing Underlying Strategies, Milestones and Funding Sources to Support Each Goal
- Building a Plan for Ongoing Progress Monitoring to Sustain Progress

Prior to completing this SIP, schools should first complete the **Needs Assessment (NA)** and their LEAs should complete and share the **Resource Allocation Review (RAR)**.

*NOTE: This document is **required** for each Comprehensive Support and Improvement (CSI), Comprehensive Support and Improvement (CSI-Grad), Intensive Support and Improvement (ISI) or Monitored Improvement Status (MIS) School. All other schools including those designated as Targeted Support and Improvement (TSI) are not required to use this template but have the discretion to either use OSSE's provided template or a plan format of their choosing.*

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School & Team Information

School:	Friendship Online Academy
LEA:	Friendship Public Charter Schools
Year:	2024 - 2025
Designation Category (select one):	<input checked="" type="checkbox"/> Comprehensive Support and Improvement (CSI) School <input type="checkbox"/> Intensive Support & Improvement (ISI) School <input type="checkbox"/> Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School <input type="checkbox"/> Monitored Improvement Status (MIS) <input type="checkbox"/> <i>Targeted Support and Improvement (TSI)</i>
Date Completed:	

School Team for Accelerating Progress (STAP) Members*			
Name	Role in School	Role in STAP	Expertise
Dr. Shanel Marchany	Resident Principal	Lead of STAP	Instructional Leadership, Instruction
Ms. Yvonne Tackie	ELA Instructional Specialist	Team Member	ELA Content and Pedagogy
Mrs. Kyunghie Kim	Math Instructional Specialist	Team Member	Math Content and Pedagogy
Dr. Ivan Nickolac	Special Education Coordinator	Team Member	Special Education, IDEA
Mrs. Suzanne Conway	K-5 Academic Administrator	Team Member	Elementary Online Operations and Personnel
Dr. Morgan Washburn	6-8 Academic Administrator	Team Member	Middle School Online Operations and Personnel

LEA Team for Accelerating Progress (LTAP) Members			
Name	Role in LEA	Role in LTAP	Expertise
Mrs. Vielka Scott-Marcus	Chief Academic Officer	Team Member	Instructional improvement, curriculum development, and strategic planning
Dr. Felicia Owo-Grant	Deputy Chief Academic Officer	Team Member	School leadership, leader coaching, and strategic planning.
Mr. Zac Morford	Chief of Performance	Team Member	Data analysis, enrollment projections, performance tracking, and strategic goal setting.
Ms. Tamika Maulsby	Deputy Chief of Staff	Chair of LTAP	OSSE School Improvement Plan process, strategic support, and regulatory compliance.
Ms. Monique Miller	Director of Performance, Reporting, and Evaluation	Team Member	Evaluating new schools and charter schools, curriculum development, and online learning.

Mr. Adam Hawf	Superintendent of Schools, StrideK12	Team Member	School Leadership, StrideK12
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*The STAP and LTAP should be the same team as identified in Step 1 (Deliverable A) of the Needs Assessment.

Transparency: *SIPs should be available to the LEA, parents and the public, and the information contained in the plan must be in an understandable and uniform format. To the extent practicable and/or required by DC law, it should also be provided in a language that the parents can understand. Documents submitted to OSSE will be made available to the public via request and/or the OSSE website.*

Step 1: Setting SMART Goals to Address Prioritized Root Causes

Objective: Identify two to four (2-4) goals that will drive school improvement based on the three (3) most significant root causes prioritized in Step 5 of the Needs Assessment.

Needs Assessment Summary: Prioritized Root Causes

The STAP prioritized and identified up to three (3) most significant root causes to address in the School Improvement Plan in Step 5 (Deliverable F) of the **Needs Assessment** document. Please insert your Deliverable F from the Needs Assessment here:

Root Cause	Associated Key Challenge	Accelerate DC Domain(s) Root Cause is Aligned	Stakeholders who Raised this as a Root Cause	Reason for Prioritizing
<p><i>EXAMPLE:</i> <i>Inconsistent application of instructional best practices</i></p>	<p>Low English Language Arts (ELA) growth scores for all students</p>	<p><input checked="" type="checkbox"/> Talent Development</p>	<ul style="list-style-type: none"> • Students in Ms. Smith's 6th Grade ELA class • Caregivers of 5th grade students • School leaders responsible for quarterly instructional observations 	<ul style="list-style-type: none"> • Need to set clearer expectations to ensure that all instructional ELA staff are equipped and provided with the necessary training, supports, development, and resources for ELA instruction. • Caregivers recognize differences in classroom instructional approaches impact student learning. • The report <i>Effective Teacher Professional Development</i> (Learning Policy Institute) indicates a strong correlation between instructional practices and student outcomes

<p>Observation and feedback cycles are limited and often face coordination challenges with StrideK12 staff, reducing the effectiveness and consistency of the instructional support provided by Friendship PCS.</p>	<p>Instructional gaps go unaddressed leading to low academic performance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Operational Health 	<ul style="list-style-type: none"> • Campus Instructional Leadership Team • Friendship Instructional Specialists • Professional Development providers 	<p>Consistent observation and feedback are essential drivers of instructional improvement and online educator effectiveness. Currently, coordination challenges with StrideK12 staff hinder Friendship PCS's ability to deliver timely, actionable feedback to online teachers, which in turn affects instructional quality and student achievement. Addressing this root cause will strengthen instructional alignment, ensure fidelity to curriculum implementation, and support targeted professional growth.</p> <p>Prioritizing this area will also enhance collaboration between Friendship and StrideK12, resulting in more cohesive and consistent online teaching practices across online classrooms. Moreover, improving the observation and feedback cycle enables members of the Online Instructional Leadership Team to identify trends, intervene earlier, and provide differentiated coaching—critical for maintaining high expectations and accelerating learning, particularly for online scholars who need it most. Ultimately, this effort will help build a culture of continuous improvement and instructional excellence across the online campus.</p>
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<p>Instructional planning and delivery demonstrate limited use of data to inform and differentiate instruction, leading to missed opportunities to meet students' individual learning needs—particularly in Math.</p>	<p>Low Math growth for all scholars.</p>	<p> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Operational Health </p>	<ul style="list-style-type: none"> • Campus Instructional Leadership Team • Friendship Community Office Team Members 	<p>Using data to inform instruction is essential for meeting the diverse academic needs of online scholars. When instructional planning and delivery lack a strong foundation in data, online teachers miss critical opportunities to differentiate instruction, close learning gaps, and accelerate achievement—particularly in foundational areas like Math.</p> <p>Prioritizing this root cause will enable the K–8 Online Campus to deliver more responsive, targeted, and effective instruction that directly addresses where online scholars are and what they need to grow. Strengthening the use of data empowers online teachers to identify learning trends, adjust pacing, and provide timely interventions or enrichment.</p> <p>In Math especially, consistent use of data can help ensure online scholars master prerequisite skills, build confidence in problem-solving, and make meaningful progress toward grade-level proficiency. This focus is crucial for preparing online scholars for more complex mathematical concepts in later grades, credit-bearing courses in middle school (e.g. Algebra 1) and for increasing overall performance on formative and summative assessments.</p>
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				<p>Ultimately, a data-driven approach builds online teacher capacity, boosts online scholar outcomes, and supports a culture of continuous academic growth.</p>
<p>Instructional planning and delivery demonstrate limited use of data to inform and differentiate instruction, leading to missed opportunities to meet scholars' individual learning needs—particularly in Reading.</p>	<p>Low English Language Arts (ELA) growth for all scholars.</p>	<p> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Operational Health </p>	<ul style="list-style-type: none"> • Campus Instructional Leadership Team • Friendship Community Office Team Members 	<p>Using data to inform instruction is essential to addressing the diverse academic needs of online scholars—especially in foundational areas like Reading. When data is not effectively used to guide instructional planning and delivery, online teachers miss critical opportunities to differentiate instruction, intervene early, and close persistent literacy gaps. This is especially urgent in an online setting, where real-time insights into scholar progress are even more vital for driving engagement and learning.</p> <p>Prioritizing this root cause will enable the K–8 Online Campus to deliver instruction that is more responsive, targeted, and aligned to individual online scholar needs. Strengthening data practices empowers online teachers to make timely, evidence-based instructional decisions and ensures scholars receive the right support at the right time.</p> <p>Moreover, national and local trends show a growing emphasis on structured literacy and the Science of Reading,</p>

				<p>approaches that depend heavily on formative data to monitor phonics, fluency, comprehension, and vocabulary development. By embedding strong data-use routines into reading instruction, the K-8 online campus can align with best online practices, accelerate foundational skill development, and increase online scholar readiness for grade-level texts and beyond. Ultimately, this focus will drive literacy growth, narrow achievement gaps, and build a stronger academic foundation for all online scholars.</p>
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Resource Allocation Review Summary

STAP should review the **Resource Allocation Review** that was conducted by the LEA and determine which elements inform the school’s school improvement efforts. Please insert your responses here:

N/A

Goal Development

Based on the key challenges, root causes, and resource inequities named above, the STAP should identify at least two (2), but no more than four (4), specific, measurable, achievable, relevant, and time-bound **(SMART) goals** to drive their School Improvement Plan (SIP). This template provides sections for two goals; please add more tables as needed.

Directions:

- Write your **SMART goal¹ statement** in the first box
 - SMART goals must focus on student outcomes, not adult actions, and should connect clearly to the underlying root causes identified.
 - Charter schools should ensure that their goals align with their charter goals for PCSB.
 - DCPS schools should ensure their goals align with those in DCPS’s annual school improvement planning process.
- Identify the **metric(s)** that the school will use to determine success
- Share the **FY24 Baseline** and years one through three (**YR1 – YR3**) **targets** for the identified metric.
- Explain the **theory of action** behind this goal. Why does your school believe that addressing the identified root causes will enable you to realize the goal?

SMART Goal (EXAMPLE)			
Goal Statement:	<i>EXAMPLE: Student growth to proficiency score in ELA will increase from 46.1% in SY23-24 to above the SY23-24 state average (49.6%) by the end of Year 3, reflecting an annual increase of at least 1.5%.</i>		
Metric:	<i>EXAMPLE:</i> Goal Metric: DC CAPE <ul style="list-style-type: none"> ● ELA Growth to Proficiency Score Leading Indicators: Grades 3-5 iReady <ul style="list-style-type: none"> ● % of students meeting or exceeding annual and stretch growth targets ● % of students mid/late grade level ● % of students 2 years or more below grade level 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
<i>EXAMPLE:</i> DC CAPE ELA Growth to Proficiency	47.6%	49.1%	50.6%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			

¹ See the Supplemental Toolkit for additional guidance on developing SMART Goals.

If we use reliable data sources to inform our instructional decision making with fidelity, expand access to high impact tutoring and strengthen literacy instructional practices, our formative assessment scores will increase and ultimately lead to improved outcomes and growth on summative assessments.

SMART Goal #1

Goal Statement: By the end of School Year 2026–2027 (Year 3), the percentage of online scholars performing at Level 4 or higher on the DC CAPE Math assessment will increase from 4.4% in SY 2023–2024 to 19.4%, reflecting an annual growth of at least 5 percentage points per year.

Metric:

Goal Metric: DC CAPE

- Math 4+

Leading Indicators: Grades 3-8

- NWEA MAP % of scholars performing at 50 achievement percentile or higher,
- % of scholars on NWEA MAP 50 Conditional Growth Percentile (CGP),
- % of scholars scoring 80% or higher on grade level priority standards on internal formative assessment,
- % of teachers receiving feedback aligned to math instructional priorities (tracked biweekly/monthly),
- % of teachers regularly using data to group scholars and adjust instruction,
- scholar engagement indicators (participation in math activities, use of digital tools, etc.), and
- Teacher implementation of strategies learned in PD as observed in classroom practice

FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
DC CAPE Math 4+ 4.4%	9.4%	14.4%	19.4%

Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.

If Friendship, through working with StrideK12, address the two root causes, limited observation and feedback cycles and insufficient use of data to inform and differentiate instruction, then we will be able to significantly increase the percentage of online scholars performing at Level 4 or higher on the DC CAPE Math assessment, from 4.4% in SY 2023–2024 to 19.4% by the end of SY 2026–2027. By strengthening observation and feedback cycles, particularly in collaboration with StrideK12, we will enhance the quality and consistency of instructional support. More frequent, focused feedback will build online teacher capacity, promote the use of high-leverage math strategies, and improve fidelity to curriculum implementation, all of which are essential for raising the rigor and effectiveness of math instruction. Simultaneously, deepening the use of data to drive instructional planning will enable online teachers to more accurately identify online scholar learning needs, differentiate instruction, and monitor progress in real time. In a subject like Math, where concepts build progressively, this will allow for timely scaffolding, targeted interventions, and accelerated learning. Together, these strategic improvements will establish a coherent instructional framework that empowers online educators and drives measurable growth in scholar achievement—bringing us closer to our multi-year goal in math proficiency.

SMART Goal #2			
Goal Statement:	By the end of School Year 2026–2027 (Year 3), the percentage of online scholars performing at Level 4 or higher on the DC CAPE ELA assessment will increase from 13.45% in SY 2023–2024 to 28.45%, reflecting an annual increase of at least 5 percentage points.		
Metric:	<p><u>Goal Metric:</u> DC CAPE</p> <ul style="list-style-type: none"> ● ELA 4+ <p><u>Leading Indicators:</u> Grades 3-8</p> <ul style="list-style-type: none"> ● NWEA MAP % of scholars performing at 50 achievement percentile or higher ● % of scholars on NWEA MAP 50 Conditional Growth Percentile (CGP) ● % of scholars scoring 80% or higher on grade level priority standards on internal formative assessments ● % of Tier 2 and Tier 3 scholars showing progress in intervention programs (e.g., Lexia, iXL) ● % of classrooms implementing structured literacy routines with fidelity (e.g., phonemic awareness, phonics, vocabulary, fluency, comprehension) ● % of scholars meeting expectations on writing rubrics aligned to grade-level standards ● % of StrideK12 teachers using data protocols during PLCs to group scholars and adjust reading instruction ● Engagement indicators such as participation in guided reading, independent reading logs, or discussions ● Evidence of PD transfer into practice as seen in observations and coaching sessions 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
DC CAPE ELA 4+ 13.45%	18.45%	23.45%	28.45%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>If Friendship strengthens observation and feedback cycles, particularly in coordination with StrideK12, and deepens the use of data to inform and differentiate instruction, then the percentage of online scholars performing at Level 4 or higher on the DC CAPE ELA assessment will increase from 13.45% in SY 2023–2024 to 28.4% by the end of SY 2026–2027, reflecting a steady annual gain of at least 5 percentage points per year. When observation and feedback cycles are consistent, timely, and aligned with high-quality instructional practices, teachers receive the targeted support they need to refine their ELA instruction, particularly online. This leads to stronger implementation of evidence-based literacy strategies, especially those aligned with the Science of Reading, and greater instructional coherence across online classrooms. Simultaneously, when data is used effectively to drive instructional planning, online teachers are better equipped to identify individual online scholar needs, provide targeted interventions, and differentiate reading instruction in real time. This is especially critical in ELA, where early literacy gaps can compound over time and affect long-term academic success. Together, these two improvements will ensure that instruction is both high-quality and</p>			

personalized, enabling scholars to build the foundational skills and higher-level comprehension needed for reading proficiency. As instructional quality and responsiveness improve, so will online scholar performance—putting the ELA proficiency goal firmly within reach.

Step 2: Developing Evidence-Based Strategies to Achieve Goals

Objective: Identify multiple evidence-based strategies to accomplish each of the SMART goals developed in Step 1.

In writing a SIP, each goal should include multiple evidence-based strategies (A, B, C, or more) that will be implemented to help achieve the stated goal. This template provides sections for strategies for two goals; please add more if needed.

Directions: Copy your SMART goal statements from the previous step into the below template (one goal per table). *For each goal:*

- **Identify the evidence-based strategies²** that will help achieve the goal, ensuring at least one strategy is new or substantially different than previous strategies. *For each strategy:*
 - **Describe** the evidence-based strategy.
 - To ensure alignment in the work to OSSE’s **Accelerate DC** Framework, **identify which of the five Domains** your strategy aligns with. There may be more than one Domain per goal, as they are overlapping and cross-cutting.
 - **Identify possible funding sources** that could provide resources for the strategy.
 - **Identify the major milestones³** the school will complete over the next three years in order to implement the selected strategy. Include when milestones begin and end and the responsible owner.

SMART Goal (EXAMPLE)	
Goal Statement	<i>EXAMPLE: scholar growth to proficiency score in ELA will increase from 46.1% in SY23-24 to above the SY23-24 state average (49.6%) by the end of Year 3, reflecting an annual increase of at least 1.5%.</i>
Strategies	<i>EXAMPLE:</i> A. <u><i>BStrategy A: Leverage iReady Diagnostic and Instructional Tools</i></u> B. <u><i>Strategy B: Scale High Impact Tutoring</i></u>
Strategy A Description:	<i>EXAMPLE: Analysis of iReady Reading Score Reports, through weekly data meeting and planning protocols, to determine Tier 1 and Tier 2 instruction throughout the school year.</i>
Strategy A Owner:	<i>EXAMPLE: Instructional Coach</i>
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <i>EXAMPLE:</i> <input checked="" type="checkbox"/> Talent Development	

² See **OSSE Supports by Accelerate DC School Improvement Domain** in the Supplemental Toolkit for a portfolio of existing OSSE resources, organized by **Accelerate DC** Domain, that schools and LEAs may choose to leverage in their SIPs. Schools and LEAs may also want to reference the U.S. Department of Education’s [What Works Clearinghouse](#) to search for and identify evidence-based strategies across topic areas and grade bands.

³ See the **Guide to Developing Milestones** in the Supplemental Toolkit for additional guidance and examples.

<input checked="" type="checkbox"/> Instructional Excellence		
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:</p> <p><i>EXAMPLE: This is an improvement upon our existing planning structure and expectations. Presently, teachers use a planning template and are encouraged to use score report data to inform instruction. Our future state will result in significant improvement by systematically increasing our use of evidence-based best practices. These will include a supported use of data to inform tier 1 instruction. Additionally, the expectation of further differentiation through Tier 2 strategies, including needs-based small groups, will be supported by the instructional leadership team consistent participation throughout the school year. Moreover, we have new staff members who need to learn our systems of using data to inform instruction.</i></p>		
<p>Possible Funding Source for Strategy A:</p>	<p><i>EXAMPLE: Investment in Schools Grant Title II funds</i></p>	
<p>Milestones for Strategy A: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.</p>		
Milestone	Start Date	End Date
A.1 <i>EXAMPLE Students in grades 3-5 will start completing the iReady diagnostic assessment and weekly standards-based assessments using iReady</i>	9/1/25	10/1/25
A.2 <i>EXAMPLE Launch weekly data meeting and weekly planning meeting training for all instructional staff with differentiation for new team members</i>	10/1/25	10/7/25
A.3 <i>EXAMPLE Implement protocols for weekly review of student data for all grades</i>	10/8/25	6/1/25
<p>Strategy B Description:</p>	<p><i>EXAMPLE: Scale High Impact Tutoring to identified students in Grades 3-5</i></p>	
<p>Strategy B Owner:</p>	<p><i>EXAMPLE: Assistant Principal</i></p>	
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:</p> <p><i>EXAMPLE:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Culture & Climate <input checked="" type="checkbox"/> Organizational Health 		
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:</p> <p><i>EXAMPLE: This is a substantially new strategy as High Impact Tutoring has not previously been available to our students in Grades 4 and 5.</i></p>		
<p>Possible Funding Source for Strategy B:</p>	<p><i>EXAMPLE: Investment in Schools Grant; UPSFF funds</i></p>	
<p>Milestones for Strategy B: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.</p>		
Milestone	Start Date	End Date
B.1 <i>EXAMPLE Revise master schedule to accommodate High Impact Tutoring during the school day for Grades 3-5</i>	8/1/25	8/20/25
B.2 <i>EXAMPLE Establish monitoring structure to determine and revise student groups designated to receive High Impact Tutoring</i>	8/20/25	9/5/25

B.3 EXAMPLE Launch weekly data and planning meetings with High Impact Tutoring instructional team	9/30/25	10/6/25
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Math SMART Goal

Goal Statement By the end of School Year 2026–2027 (Year 3), the percentage of online scholars performing at Level 4 or higher on the DC CAPE Math assessment will increase from 4.4% in SY 2023–2024 to 19.4%, reflecting an annual growth of at least 5 percentage points per year.

- Strategies**
- A. Establish High-Impact Instructional Coaching Cycles Focused on Math Pedagogy
 - B. Implement Data-Driven Instructional Planning with a Focus on Priority Math Standards
 - C. Use Formative Assessment and Feedback Loops to Drive Daily Instruction
 - D. Embed Scaffolding and Tiered Supports Within Core Math Instruction
 - E. Develop Math Discourse and Reasoning Routines

Strategy A Description: This strategy ensures online teachers receive consistent, targeted feedback on their math instruction through structured coaching cycles. By aligning with high-leverage math practices and partnering with StrideK12 staff, coaching will improve instructional quality and drive student achievement.

Strategy A Owner: Math Instructional Specialist & Friendship Community Office

Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A:

- Talent Development
- Instructional Excellence

Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:

Possible Funding Source for Strategy A: Title I and/or UPSFF

Milestone	Start Date	End Date
A.1 Identify and align on the Online Math Block including times, pacing, materials, lesson structure and high yield online Math practices as well as a schedule that reflects Tier I Instruction for all online scholars.	July 1, 2025	August 1, 2025
A.2 Identify and provide training on high-leverage math instructional practices	August 1, 2025	October 31, 2025
A.3 Launch monthly math coaching cycles with targeted look-fors	November 1, 2025	June 11, 2027
A.4 Conduct initial co-observations with StrideK12 staff to align feedback practices	November 1, 2025	June 11, 2027
A.5 Use coaching data to tailor mid-year PD for math teachers	January 5, 2026	June 11, 2027
A.6 Calibrate observation protocols with all instructional leaders	January 5, 2026	June 11, 2027

A.7 Implement biweekly coaching cycles for targeted teachers	January 5, 2026	June 11, 2027
A.8 Evaluate coaching impact using teacher feedback and interim data	January 5, 2026	February 6, 2026
A.9 Analyze trends in coaching feedback to refine instructional focus areas	July 1, 2026	August 1, 2026

Strategy B Description:	Online teachers will use assessment data and standards-aligned protocols to plan instruction that meets the diverse needs of their students. This strategy strengthens teacher decision-making and ensures math lessons are targeted, intentional, and responsive to student learning gaps.
Strategy B Owner:	Online School Leaders and Math Instructional Specialist
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A:	
<input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence	
Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:	

Possible Funding Source for Strategy B:	Title I & UPSFF
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Milestone	Start Date	End Date
B.1 Train support staff and online teachers on IPP, data protocols, and the Math DC CAPE Assessment	August 1, 2025	October 31, 2025
B.2 Use PEAR to design assessments that will be used to monitor student performance	September 8, 2025	June 11, 2027
B.3 Begin using data to create differentiated small group plans	October 20, 2025	June 11, 2027
B.4 Monitor implementation of data-driven plans through lesson plan reviews	October 20, 2025	June 11, 2027
B.5 Share exemplar data-driven lessons across teams	October 20, 2025	June 11, 2027
B.6 Embed data discussion into weekly Grade Level/Content agendas	October 20, 2025	June 11, 2027
B.7 Launch data inquiry cycles focused on Math subgroups (e.g., SPED, ELL)	October 20, 2025	June 11, 2027
B.8 Conduct mid-year data deep dives to adjust pacing and supports	January 5, 2026	February 1, 2026
B.9 Use longitudinal data to adjust intervention models	August 17, 2026	June 11, 2027
B.10 Train new staff on data analysis tools and protocols	August 17, 2026	June 11, 2027

Strategy C Description:	Ongoing formative assessments will be embedded into daily math instruction to check for understanding and guide immediate instructional adjustments. Feedback loops will empower students to reflect, revise, and grow in their mathematical thinking.
Strategy C Owner:	Math Instructional Specialist

Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A: <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence
Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:

Possible Funding Source for Strategy C:	Title I & State Funds
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Milestone	Start Date	End Date
C.1 Provide PD on designing and implementing formative assessments	August 1, 2025	October 31, 2025
C.2 Require Math exit tickets aligned to lesson objectives in every math block	November 1, 2025	June 11, 2027
C.3 Launch peer review of formative assessment design during IPPs	December 1, 2025	June 11, 2027
C.4 Collect samples of student work and feedback use for coaching sessions	January 5, 2026	June 11, 2027
C.5 Conduct walkthroughs focused on feedback loops and revisions'	January 5, 2026	June 11, 2027
C.6 Implement student-led conferences to reflect on assessment performance	January 5, 2026	June 11, 2027
C.7 Embed formative assessment expectations into coaching rubrics	January 5, 2026	June 11, 2027
C.8 Analyze impact of feedback cycles on standards mastery	August 17, 2026	June 11, 2027

Strategy D Description:	This strategy integrates small-group instruction and universal scaffolds to meet online learners at various levels without pulling them from core instruction. It ensures that all online students—especially those behind grade level—have access to rigorous, grade-level content with the support they need to succeed.
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Strategy D Owner:	Math Interventionist and Math Teachers
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Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A: <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence
Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:

Possible Funding Source for Strategy D:	Title I & StrideK12
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Milestone	Start Date	End Date
D.1 Align intervention content to core standards for cohesion	July 1, 2025	August 1, 2025
D.2 Train Math teachers on scaffolding techniques and math strategies	August 1, 2025	October 31, 2025

D.3 Launch universal math scaffolds (anchor charts, manipulatives) in all grades	October 1, 2025	June 11, 2027
D.4 Begin small group instruction 3x/week for targeted scholars	October 1, 2025	June 11, 2027
D.5 Review progress monitoring data to adjust scaffolds	January 5, 2026	June 11, 2027
D.6 Develop intervention plans for students 2+ grade levels behind	January 5, 2026	June 11, 2027
D.7 Conduct observations of Tier 2/3 implementation	January 5, 2026	June 11, 2027
D.8 Refine small group routines based on Y1 reflection	August 17, 2026	June 11, 2027
D.9 Track growth of scaffolded students on interim assessments	August 17, 2026	June 11, 2027
D.10 Use student growth data to evaluate tiered support effectiveness	August 17, 2026	June 11, 2027

Strategy E Description: Online students will regularly engage in structured math talk to articulate their thinking, analyze reasoning, and build conceptual understanding. These routines deepen learning by fostering a culture of collaboration, academic language development, and critical thinking.

Strategy E Owner: Math Instructional Specialist and School Leaders

Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A:
 Talent Development
 Instructional Excellence

Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:

Possible Funding Source for Strategy E: OSSE State Funding

Milestone	Start Date	End Date
E.1 Train teachers on math discourse routines (e.g., Number Talks)	August 1, 2025	October 31, 2025
E.2 Begin weekly implementation of structured discourse activities	November 1, 2025	June 11, 2027
E.3 Conduct peer observations with a focus on student reasoning	December 1, 2025	June 11, 2027
E.4 Use rubrics to assess quality of student discourse in math	January 5, 2025	June 11, 2027
E.5 Incorporate sentence stems and visual cues for academic talk	January 5, 2026	June 11, 2027
E.6 Capture and analyze student talk samples for feedback	January 5, 2026	June 11, 2027
E.7 Embed discourse expectations in daily lesson objectives	January 5, 2026	June 11, 2027
E.8 Evaluate impact of discourse routines on conceptual understanding	August 17, 2026	June 11, 2027

ELA SMART Goal	
Goal Statement	By the end of School Year 2026–2027 (Year 3), the percentage of online scholars performing at Level 4 or higher on the DC CAPE ELA assessment will increase from 13.45% in SY 2023–2024 to 28.45%, reflecting an annual increase of at least 5 percentage points.
Strategies	<ul style="list-style-type: none"> A. Strengthen Instructional Coaching through Frequent, Targeted Feedback B. Implement Data-Driven Instructional Cycles C. Increase Use of Structured Literacy and Science of Reading Strategies D. Expand Opportunities for High-Quality, Text-Based Writing and Discourse E. Integrate Progress Monitoring with Tiered Literacy Supports
Strategy A Description:	Implement a structured coaching cycle that includes regular classroom observations, actionable feedback, and follow-up support—aligned to evidence-based ELA instructional practices and the Science of Reading.
Strategy A Owner:	ELA Instructional Specialist & Friendship Community Office Team
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A:	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence 	
Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:	

Possible Funding Source for Strategy A:	Title I
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Milestone	Start Date	End Date
A.1 Identify and align on the Online ELA Block including times, pacing, structure of lesson, materials, and high yield online ELA practices as well as a schedule that reflects Tier I Instruction for all online scholars.	July 1, 2025	August 1, 2025
A.2 Identify, train, and align the ELA Instructional Specialist and Online Leaders on a common ELA observation rubric and the Danielson Rubric.	August 1, 2025	October 31, 2025
A.3 Calibrate observers using video and peer walkthroughs	September 8, 2025	December 19, 2025
A.4 Launch coaching cycles focused on reading instruction	October 20, 2025	June 11, 2027
A.5 Use feedback data to identify specific and targeted PD needs for specific teachers, grade levels, and/or content teachers.	October 20, 2025	June 11, 2027
A.6 Provide mid-year calibration and coaching refinement sessions	January 5, 2026	February 6, 2026
A.7 Conduct mid-year review of coaching impact on ELA practices and teachers. Make adjustments to the coach cycle	January 5, 2026	February 6, 2026
A.8 Increase observation frequency to biweekly for new or struggling teachers	August 17, 2026	June 11, 2027
A.9 Conduct co-observations with StrideK12 leaders to align practices	August 17, 2026	June 11, 2027

A.10 Track feedback implementation and teacher progress using a coaching dashboard	August 17, 2026	June 11, 2027
A.11 Evaluate impact of feedback cycles on student ELA data	August 17, 2026	June 11, 2027
A.12 Use findings to revise coaching model for SY27–28'	August 23, 2027	June 9, 2028

Strategy B Description:	Establish consistent data protocols within Academies/Content Teams/Grade Level IPP meetings to analyze student performance, set instructional priorities, and develop differentiated lesson plans.
Strategy B Owner:	School Leaders and ELA Instructional Specialist
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A:	
<input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence	
Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:	

Possible Funding Source for Strategy B:	Title I
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Milestone	Start Date	End Date
B.1 Train support staff and online teachers on IPP and data protocols	August 1, 2025	October 31, 2025
B.2 Use PEAR to design assessments that will be used to monitor student performance	September 8, 2025	June 11, 2027
B.3 Use data to group students for differentiated reading instruction	October 20, 2025	June 11, 2027
B.4 Monitor lesson plans for data-informed adjustments	October 20, 2025	June 11, 2027
B.5 Share exemplar data-driven lessons across teams	October 20, 2025	June 11, 2027
B.7 Embed data discussion into weekly Grade Level/Content agendas	October 20, 2025	June 11, 2027
B.8 Launch data inquiry cycles focused on ELA subgroups (e.g., SPED, ELL)	October 20, 2025	June 11, 2027
B.9 Use longitudinal data to adjust intervention models	August 17, 2026	June 11, 2027
B.10 Train new staff on data analysis tools and protocols	August 17, 2026	June 11, 2027

Strategy C Description:	Ensure all ELA instruction integrates key components of structured literacy—phonemic awareness, phonics, fluency, vocabulary, and comprehension—especially in early grades and with struggling readers.
Strategy C Owner:	ELA Instructional Specialist
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A:	
<input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence	
Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:	

Possible Funding Source for Strategy C:	Title I & State Funds
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Milestone	Start Date	End Date
C.1 Conduct audit of current ELA practices and resources	July 1, 2025	August 1, 2025
C.2 Review and select core structured literacy programs aligned to literacy expectations	July 15, 2025	August 30, 2025
C.3 Train and ensure all teachers on Science of Reading	August 1, 2025	October 31, 2025
C.4 Begin implementation of structured literacy blocks	August 18, 2025	June 11, 2027
C.5 Observe and provide feedback on fidelity of implementation	October 1, 2025	June 11, 2027
C.6 Launch parent literacy nights focused on foundational skills	January 5, 2026	June 11, 2027
C.7 Monitor fluency and decoding data biweekly	January 5, 2026	June 11, 2027
C.8 Provide targeted coaching to teachers needing implementation support	August 17, 2026	June 11, 2027
C.9 Conduct walkthroughs to validate practice alignment	August 17, 2026	June 11, 2027
C.10 Evaluate reading growth and adjust instructional materials as needed	August 17, 2026	June 11, 2027

Strategy D Description:	Create regular opportunities for online scholars to respond to complex texts through writing and structured academic discussion.
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Strategy D Owner:	ELA Instructional Specialist & Classroom Teachers
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Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A: <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence
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Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:

Possible Funding Source for Strategy D:	Title I & StrideK12
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Milestone	Start Date	End Date
D.1 Review and align ELA curriculum to include writing and discussion standards	July 1, 2025	August 1, 2025
D.2 Provide PD on text-dependent writing tasks and rubrics	August 1, 2025	October 31, 2025
D.3 Launch writing portfolios for all students	October 1, 2025	June 11, 2027
D.4 Conduct student work analysis protocols in IPPs	October 1, 2025	June 11, 2027

D.5 Begin schoolwide writing prompts tied to complex texts	January 5, 2026	June 11, 2027
D.6 Train teachers on academic discourse routines	January 5, 2026	June 11, 2027
D.7 Collect and score student writing samples across grades	January 5, 2026	June 11, 2027
D.8 Integrate cross-curricular writing into science and social studies	August 17, 2026	June 11, 2027
D.9 Launch peer feedback and revision protocols	August 17, 2026	June 11, 2027
D.10 Analyze student writing data to identify common instructional gaps	August 17, 2026	June 11, 2027

Strategy E Description:	Develop and consistently monitor tiered intervention plans using small-group instruction and individualized supports based on student needs.
Strategy E Owner:	ELA Interventionist
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A:	
<input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence	
Is this a new or substantially different strategy than has been implemented in the past? Yes If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:	

Possible Funding Source for Strategy E:	OSSE State Funding
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Milestone	Start Date	End Date
E.1 Identify and prepare progress monitoring tools aligned to ELA skills	July 1, 2025	August 1, 2025
E.2 Train administration, teachers, and support staff on usage and tracking	August 1, 2025	October 31, 2025
E.3 Begin biweekly data collection for Tier 2 and 3 students	October 20, 2025	June 11, 2027
E.4 Adjust intervention groups based on early progress data	January 5, 2025	June 11, 2027
E.5 Launch progress monitoring dashboards for leadership review	January 5, 2026	June 11, 2027
E.6 Host data review meetings with teachers and support staff	January 5, 2026	June 11, 2027
E.7 Align classroom core instruction with intervention strategies	January 5, 2026	June 11, 2027
E.8 Onboard new staff into MTSS and progress monitoring practices	August 17, 2026	June 11, 2027
E.9 Deepen documentation of intervention effectiveness	August 17, 2026	June 11, 2027
E.10 Evaluate program impact using ELA sub-skill growth data	August 17, 2026	June 11, 2027

E.11 Adjust MTSS framework based on multi-year findings	August 23, 2027	June 9, 2028
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Step 3: Sustaining Progress

Objective: Provide a narrative that identifies how the school will measure progress towards the SIP goals.

In writing a SIP, the STAP is required to identify how you will monitor and track progress toward each goal.

Directions: In the box below please explain how your school **will monitor implementation** of this plan.
Consider:

- What **existing performance management (i.e., monitoring) routines** does the LEA or school have that you can leverage?
- What **new routines** might you need to put in place and who will own them?
- How and how frequently will you make **course corrections**?

In order to monitor, track and sustain progress against the SIP, our school will:

GENERAL EDUCATION

Existing Performance Management:

Academic Administrators for both elementary and middle school will closely monitor all components of the academic learning modules. This will be done in collaboration with designated online teachers and specialists in each subject area to ensure consistency, quality, and responsiveness to online student needs.

Online student progress is tracked continuously through key assessment tools such as NWEA, DC CAPE, and DIBELS. Students are classified as "on track" or "not on track" for promotion, and those not on track receive intensive support. For these online students, Academic Improvement Plans (AIPs) are developed, and progress is closely monitored through weekly improvement meetings. These efforts aim to ensure student success and provide timely intervention. Communication regarding promotion status continues throughout the year, as needed.

DIBELS assessments are conducted three times a year—at the beginning, middle, and end—to monitor foundational reading skills. Comparisons between Beginning-of-Year (BOY) and End-of-Year (EOY) NWEA and DIBELS results help determine student growth and identify additional areas of need.

Online students are strategically grouped for small-group synchronous instruction in math, English Language Arts (ELA), and science. These sessions are designed to provide targeted support aligned with DC CAPE priority standards, which are addressed throughout the academic year.

Weekly monitoring ensures that students remain on track with lesson completion and demonstrate proficiency on quizzes and tests. Where necessary, reteaching and retesting are implemented to support mastery. By the end of the academic year, all students are expected to complete at least 80% of their core courses with a minimum

proficiency level of 80%. Core courses include: Mathematics, English Language Arts (ELA), History/Social Studies, and Science.

New Routines:

Online students utilizing MindPlay for reading remediation are monitored weekly to ensure expected usage and to track growth across all foundational reading skills. In addition, small-group foundational reading sessions are provided for K–2 online students identified as performing below basic proficiency levels.

Online students identified as at-risk are strongly encouraged to participate in an in-person blended learning program at their school campus. Attendance options include half-day or full-day sessions, scheduled two to four days per week. While on campus, students engage with a certified tutor for personalized instruction in math and ELA, participate in all scheduled synchronous instructional sessions, and complete lessons aligned to their Individualized Learning Plan (ILP).

At-risk online students are also invited to attend virtual tutoring sessions in math and/or ELA, led by certified teachers. These sessions occur during the regular school day and are tailored to student needs, with frequency ranging from one to five days per week.

Monthly virtual sessions are provided for learning coaches to support parents in their essential role as partners in student success. Additionally, targeted parent development sessions are held during assessment periods to enhance understanding of the parent-learning coach role in the virtual learning environment and to foster greater engagement.

Course Corrections:

To address gaps in intervention effectiveness and data-informed decision-making, the school will implement a real-time tracking system specifically designed for online students. This system will identify students in need of additional academic or behavioral support and ensure that interventions are immediate, targeted, and responsive. Weekly reviews will be conducted to analyze student progress and cross-check the tracking data against classroom performance and standardized assessments, ensuring alignment and effectiveness.

Co-teachers will engage in weekly or bi-weekly planning meetings to collaboratively address priority standards and refine instructional strategies. These sessions will focus on improving instructional delivery during synchronous sessions and ensuring that supports are differentiated to meet the diverse needs of online students.

A comprehensive parent engagement framework will be further developed to provide families with structured training and resources. This initiative will focus on empowering parents of online students to support executive functioning, academic growth, and behavioral reinforcement at home. Support will include: Digital toolkits with practical resources and strategies; On-demand workshops tailored to key areas of need; and Individualized consultations to address specific student or family concerns. This multi-tiered approach is designed to ensure families are well-equipped to reinforce learning and development beyond the virtual classroom.

SPECIAL EDUCATION

Existing Performance Management:

The K-8 Online currently implements a range of performance management routines to support and monitor online special education students. These routines are anchored in data collection, instructional alignment, professional development, and family engagement.

Progress for online special education students is tracked through a multi-tiered system of assessments and performance data:

1. Standardized Assessments: Triannual DIBELS assessments (grades K–5) and NWEA MAP Growth assessments (grades K–8) serve as foundational benchmarks to quantify academic growth.
2. Instructional Data: CAPE results and classroom performance data provide additional layers of insight to guide real-time instructional adjustments.
3. Monthly Data Meetings: Special education teachers and interventionists participate in routine data reviews to evaluate progress against IEP goals and modify supports as needed.

Despite these structures, inconsistencies in data application and intervention refinement remain challenges, impacting the full effectiveness of the support provided.

Current professional development focuses on data-driven instruction and differentiation. However, formal routines for collaboration between general and special education teachers are limited:

1. Instructional Alignment: Teachers independently adapt strategies to support IEPs, but structured co-planning is not yet routine.
2. Professional Development: While training on instructional strategies exists, it lacks a consistent emphasis on evidence-based interventions and individualized support for students with disabilities.

Intervention blocks and progress monitoring systems are in place, but their effectiveness is reduced by variation in execution and data fidelity:

1. Implementation Gaps: Some interventions are inconsistently tracked or not refined in response to ongoing student data.
2. Monitoring Frequency: While monthly meetings occur, weekly progress monitoring is not yet a standard routine for all students receiving intensive support.

New Routines:

To strengthen performance management, the school will implement weekly data meetings that bring together special education teachers, general education teachers, and interventionists. These meetings will serve as a platform for data-driven decision-making, allowing educators to collaboratively review student progress, align instructional strategies, and refine interventions in real time. In addition, the meetings will provide opportunities for targeted teacher coaching and support, ensuring that staff are equipped with the tools and guidance needed to implement effective, individualized practices that promote academic growth for all online students.

Course Corrections:

To address gaps in intervention effectiveness and data-driven decision-making, the school will implement a real-time student tracking system designed to identify online students in need of additional support. This system will ensure that interventions are both immediate and targeted. It will be reviewed on a weekly basis and cross-referenced with classroom performance data and standardized assessment results to ensure alignment with individual student needs.

If progress monitoring reveals that current interventions are not yielding the expected academic growth, intervention blocks will be restructured accordingly. Instructional staff will receive additional training on targeted

intervention strategies to improve impact. General education teachers will also be supported with differentiated instruction techniques specifically designed for online students with individualized education programs (IEPs), reducing the reliance on pull-out models and increasing inclusive practices within the virtual classroom setting.

Parental engagement strategies will be evaluated quarterly using attendance metrics and feedback gathered through family surveys. Should engagement remain low, the school will implement a peer mentorship program in which experienced parents of special education students provide support and guidance to families who are newer to the special education process. This initiative will help foster a stronger, more informed parent community capable of reinforcing student learning at home.

To monitor, track, and sustain the progress of online students receiving special education services and those with special needs, the school will adopt a structured approach aligned with the School Improvement Plan (SIP). This approach emphasizes data-driven monitoring, targeted instructional interventions, collaborative teaching, social-emotional supports, and a robust system of accountability.

Progress tracking will be anchored by triannual DIBELS assessments for students in grades K–5, with a target of 100% completion and consistent follow-up through progress monitoring. For students in grades K–8, NWEA MAP assessments will be used alongside CAPE and classroom performance data to identify learning gaps and monitor growth over time. Monthly individualized student progress reviews will bring together all stakeholders—including general and special education teachers, interventionists, and administrators—to evaluate both academic and behavioral progress and make timely adjustments to support.

Instructional strategies will include small-group and individualized sessions tailored to data-identified needs. Teachers will participate in weekly co-planning and reteach training to enhance their practice and close achievement gaps. Instructional mapping will ensure that lessons are standards-aligned and personalized to accommodate different learner profiles, with differentiation embedded into lesson design. A Multi-Tiered System of Supports (MTSS) will guide the delivery of services: Tier 1 will focus on universal instruction, Tier 2 on targeted small-group interventions, and Tier 3 on intensive, individualized support.

To ensure consistency in instructional delivery, collaboration between general and special education teachers will be reinforced through weekly planning meetings and ongoing professional development. Interdisciplinary teams—composed of special educators, tutors, and general education staff—will work together to develop cohesive instructional and behavioral plans. Online learning coaches (parents or guardians) will receive ongoing training to effectively support students at home, ensuring alignment between school-based instruction and home reinforcement.

To promote social-emotional and behavioral growth among online students, the school will offer regular counseling sessions for those needing additional support. School counselors will lead social-emotional learning (SEL) initiatives, including monthly engagement activities, "Lunch Bunch" discussion groups, and community-building efforts that foster a strong sense of belonging and well-being. Behavioral interventions will follow the Positive Behavioral Interventions and Supports (PBIS) framework, integrated with MTSS, to address concerns proactively and promote a safe, supportive online learning environment.

To drive accountability and ensure measurable outcomes, the school will implement the MOST tracker to assess student mastery of ELA and Math standards on a quarterly basis. Annual evaluations will compare Beginning-of-Year (BOY) and End-of-Year (EOY) data to assess academic growth, with targeted outcomes of at least 25% growth for general education online students and a minimum of 5% growth for students with IEPs. The SIP will be reviewed and

revised each quarter and at the end of the year, ensuring that instructional and support strategies remain adaptive, effective, and student-centered.

Step 5: Submission Instructions

Objective: Submit the School Improvement Plan to OSSE once approved by your school and LEA.

CSI, ISI & MIS Schools

LEAs with designated CSI schools and/or ISI must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](#).

Once approved by OSSE, LEAs applying for Investment in Schools grant funds (available to CSI, ISI and MIS schools) must also upload the final School Improvement Plan for each school into the [Enterprise Grants Management System](#) (EGMS) with their grant application.

CSI-Grad Schools

LEAs with CSI-Grad schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](#).

TSI

LEAs with TSI schools must upload a copy of their school improvement plan (in any format) into the School Improvement folder in [Box.com](#). **The plan must have been approved by the LEA prior to sharing with OSSE.**

Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.